

# Wisconsin Forward Exam District Assessment Coordinator (DAC) Training

Spring 2017



WISCONSIN DEPARTMENT OF  
PUBLIC INSTRUCTION  
Tony Evers, PhD, State Superintendent

# Agenda

- Overview
- Roles and Responsibilities
- Test Security
- Accessibility
- Staff and Student Preparation
- Establishing a Testing Schedule

- Preparing the Test Environment
- Technology Overview
- eDIRECT
- Test Administration
- After Testing
- Reporting



# Overview

- Wisconsin Forward Exam Overview
- What's new for 2017



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# Forward Exam

- During the 2015-16 school year, Wisconsin rolled out the Wisconsin Forward Exam.
- The Forward Exam is a summative assessment designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready.



# Key Dates

<b>October 2016</b>	eDIRECT available for DACs to enter additional users DTC Training (Recorded) Technology User Guide eDIRECT User Guide – Manage Users Secure Browser (INSIGHT) Testing Site Manager (TSM) Software
<b>January 16, 2017</b> <b>January 25, 2017</b>	Accessibility Guide DAC/SAC Guide
<b>January 30 – February 3, 2017</b>	DAC Training Sessions (live)
<b>February 14, 2017</b>	eDIRECT User Guide – Students and Testing TAM Student Tutorial Student Online Tools Training (OTT) Recorded Pretest Workshop Available (this training)
<b>February 20, 2017</b>	Test Setup available in eDIRECT
<b>March 20 – May 5, 2017</b>	Test Window



# What's new for 2017

- Throughout the presentation we will be pointing out and discussing some new information regarding the following items for 2017:
  - Test window
  - Braille formats
  - Student transfer process
  - Open Accommodations Add Window
  - Mathematics sessions (grade 6-8)
  - OTT accessibility
  - Item types
  - Accessibility designations in eDIRECT
  - TDA Sampler
  - Updated TSM Functionality



# Roles & Responsibilities

- District and School Roles
- District Assessment Coordinator
- District Technology Coordinator
- School Assessment Coordinator
- School Technology Coordinator
- Test Administrator/Proctor



# Roles and Responsibilities

- District Roles:
  - District Assessment Coordinator (DAC)
  - District Technology Coordinator (DTC)
- School Roles:
  - School Assessment Coordinator (SAC)
  - School Technology Coordinator (STC)
  - Test Administrator/Proctor (eDIRECT account not required)
- If your district does not have an assigned role, the duties fall to the role above it.
  - Examples:
    - If a school does not have a STC, those duties fall to the DTC.
    - If a district does not have a DTC, those duties fall to the DAC.
    - If a district does not have SACs, those duties fall to the DAC.





# District Assessment Coordinator

## Responsible for:

- Coordination and oversight of all testing in the district
- Ensuring all staff in the schools/district are trained in test administration, accessibility, and test security policies and procedures
- Ensuring all student data is accurate and accessibility settings are designated correctly (add and edit)
- Ensuring accessibility features are being utilized appropriately
- Ensuring test security and report security violations
- Adding district users and SACs to eDIRECT
- Communicating assessment information to all school/district staff
- Working closely with DTC, SACs, STCs, TAs, Special Education staff, and ELL staff.
- Working with schools to create testing schedules

For a complete list of responsibilities and a “To Do” Checklist go to <http://dpi.wi.gov/assessment/forward/resources>



# District Technology Coordinator

Responsible for:

- Ensuring all technology staff are trained and aware of technology resources
- Ensuring technology requirements have been met
- Ensuring availability during testing to troubleshoot and assist SACs
- Installing testing software and TSM
- Ensuring all devices are configured and reading for testing
- Working closely with DAC, SACs, and TAs

For a complete list of responsibilities and a “To Do” Checklist go to <http://dpi.wi.gov/assessment/forward/resources>



# School Assessment Coordinator

## Responsible for:

- Ensuring all TAs are trained in test administration, accessibility, and test security policies and procedures
- Creating/approving testing schedules
- Ensuring all staff are receiving assessment communications
- Ensuring all students participate as appropriate
- Ensuring all student data is correct
- Ensuring test security at building level and reporting violations (collect confidentiality agreements from everyone)
- Monitoring testing and ensuring all test administration, accessibility, and test security policies and procedures are being followed.
- Working with STC to ensure all devices are prepared for testing
- Working closely with DAC, DTC, STC, TAs, special education staff, and ELL staff

For a complete list of responsibilities and a “To Do” Checklist go to <http://dpi.wi.gov/assessment/forward/resources>



# School Technology Coordinator

Responsible for:

- Ensuring all technology staff are trained and aware of technology resources
- Ensuring technology requirements have been met
- Ensuring availability during testing to troubleshoot and assist TAs
- Installing testing software (and TSM if applicable)
- Ensuring all devices are configured and reading for testing
- Working closely with DAC, SACs, and TAs

For a complete list of responsibilities and a “To Do” Checklist go to <http://dpi.wi.gov/assessment/forward/resources>



# Test Administrator (TA) / Proctor

## Responsible for:

- Completing training for test administration and test security
- Reading accessibility manual and understanding accessibility policies and procedures
- Following the procedures and script in the TAM
- Ensuring the security of the testing materials and testing environment
- Monitoring students during testing
- Ensuring students receive the correct test tickets
- Reporting any test security incidents to DAC/SAC or DPI
- Ensuring all students have appropriate accessibility features prior to testing and again immediately after testing begins in the event of a problem.

For a complete list of responsibilities and a “To Do” Checklist go to <http://dpi.wi.gov/assessment/forward/resources>



# Test Security

- Who is responsible
- How to ensure test security
- Confidentiality agreements
- Test security resources
- How to report a violation
- Consequences of a violation



# Who is Responsible for Test Security?

- Everyone working with the Forward Exam is responsible for test security
  - Wisconsin Department of Public Instruction (DPI) Staff
  - District Administrators
  - District Assessment Coordinators (DACs)
  - School Assessment Coordinators (SACs)
  - District Technology Coordinators (DTCs)
  - School Technology Coordinators (STCs)
  - Teachers, Test Administrators, Proctors (TAs)
  - Students, parents, and the community at large
  - Certified and non-certified public school staff
  - Cooperative Educational Service Agencies (CESAs) staff



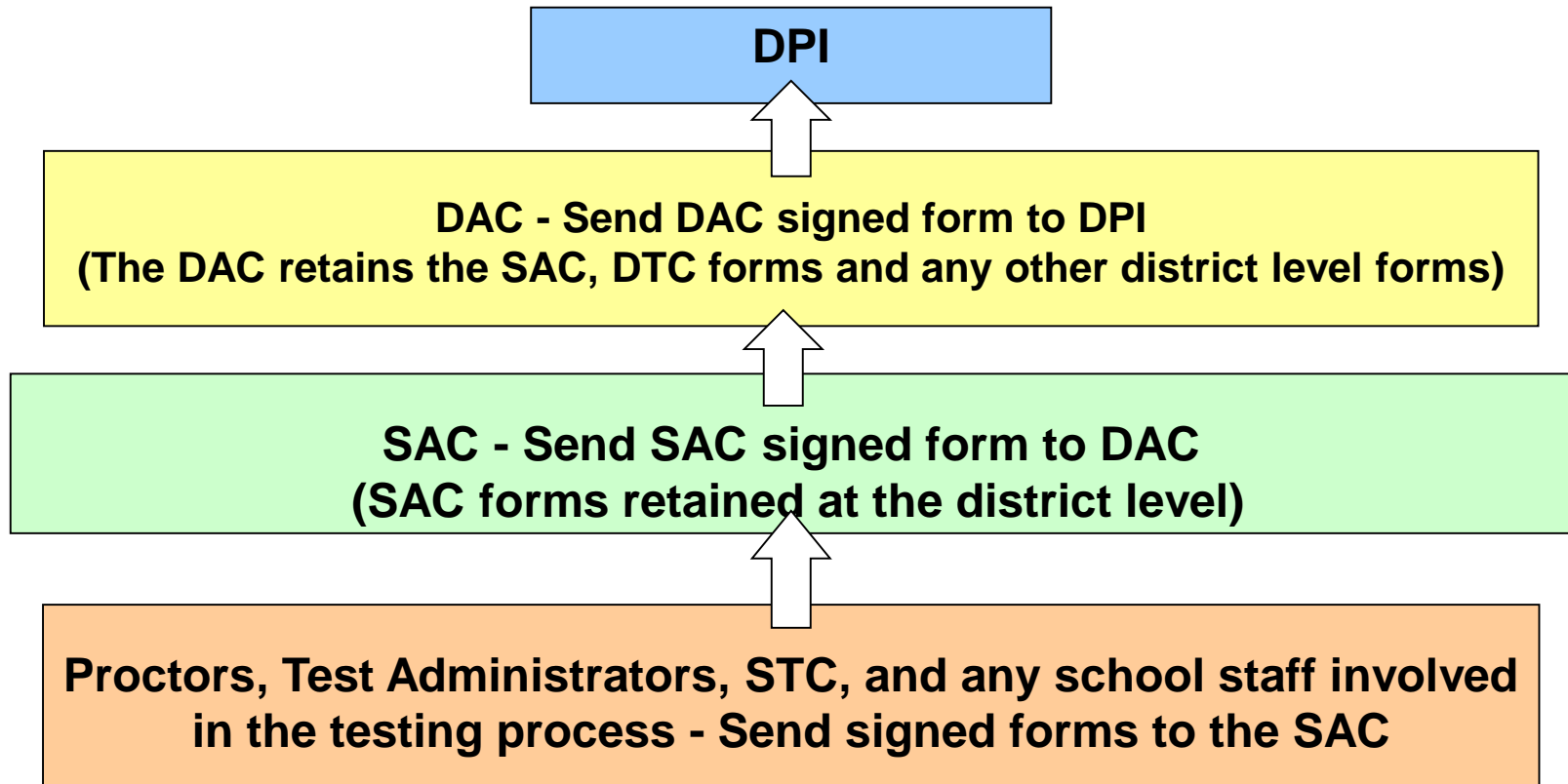
# How to Ensure Test Security

- The Primary Goal of Test Security is to protect the integrity of the exam. You can help with this by:
  - Securing the test materials at all times (before, during, and after)
    - Not reviewing, discussing, or analyzing items
    - Ensuring unauthorized staff or adults are not present during the exam
    - Keeping test tickets in a secure area when not in use
    - Securely destroying test materials (tickets, scrap paper)
  - Ensuring appropriate administration of the test
    - Monitoring students during testing
    - Using accommodations/supports appropriately
    - Training staff on administration, accessibility, and security policies
    - Reporting all testing irregularities





# Confidentiality Agreements

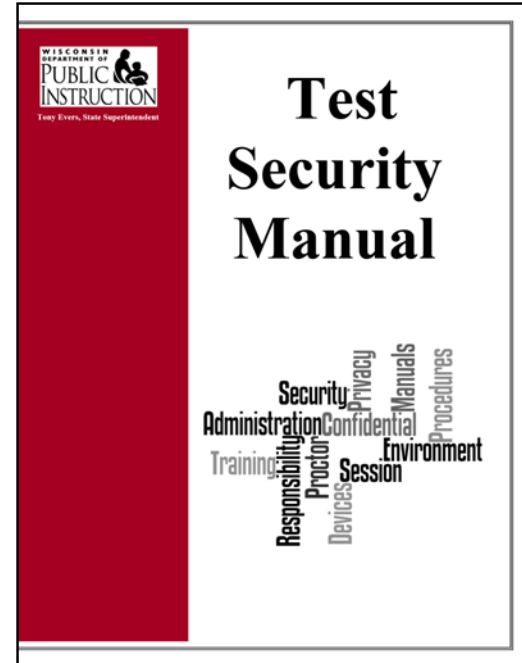


Forms are available at  
<http://dpi.wi.gov/assessment/forward/security>



# Test Security Resources

- Test Security Manual
- Test Security Training
  - DAC Training
  - Proctor Training



<http://dpi.wi.gov/assessment/forward/security>



# How to Report a Violation

- School or district staff must immediately report all incidents of test administration irregularities to the DAC and to the DPI Office of Student Assessment (OSA).
- The report of an incident may be submitted to the OSA by submitting an Incident Report Form available at <http://dpi.wi.gov/assessment/forward/security>.
- Depending on the perceived severity of the allegation, the OSA may ask the school district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to the DPI within two weeks.



# Consequences of Security Violations

- A security violation may result in the invalidation of test results for a student or group of students
- Invalidation will result in:
  - A need to contact the parent to let them know what occurred and that their child will be receiving an ISR with no scores for the affected content area/s (code of INV).
  - Public reporting will reflect all invalidated tests as “not tested.” This may reduce the percentage of students meeting proficiency.



# Accessibility

- Inclusion of all students
- Accessibility overview
- Accessibility guide
- Braille
- Closed Captioning/VSL
- Print on Demand
- Listening scripts
- Settings in eDIRECT



# Inclusion of all Students

- State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English language learners.
- DACs and SACs have authority in eDIRECT to add/edit student accessibility settings.
- TAs may view (but not change) student accessibility settings in eDIRECT if given access by the DAC or SAC.
- Failure to provide accurate accessibility settings will result in a test irregularity and possibly an invalidation.
- Accessibility settings must be set prior to printing test tickets.



# Accessibility Overview

## Universal Tools

Available to all students

## Wisconsin Forward Exam Spring 2017 Accessibility Features

Items shown in the figure are available for all content areas unless otherwise noted

## Designated Supports

Based on student need and daily instructional practices

## Accommodations

Determined by IEP/504 plans

### Embedded

Video Sign Language (VSL)  
Closed Captioning<sup>8</sup>  
Text to Speech<sup>9</sup>

### Non -Embedded

Abacus  
Alternate Response Options  
Braille (EBAE and UEB)  
Calculator  
Listening Scripts  
Multiplication Table  
Print on Demand  
Read Aloud<sup>10</sup>

### Embedded

Color Choices  
Contrasting Color  
Reverse Contrast  
Masking  
Text to Speech (TTS)<sup>4</sup>  
Translations (stacked)<sup>5</sup>

### Non -Embedded

Word-to-Word Bilingual Dictionary<sup>6</sup>  
Color Overlay  
Magnification  
Noise Buffers  
Read Aloud<sup>7</sup>  
Scribe  
Separate Setting

1. Calculators – For calculator allowed items only
2. Measuring tools – For specific math items only
3. Scratch paper – Adhere to DPI policies
4. Text-to-Speech (TTS) – Designated Support – ELA reading passages not permitted
5. Translations (stacked) – Spanish only. For ELA Assessments, only the test directions are available in stacked transition.
6. Word-to-word bilingual dictionary – Not permitted for ELA tests. Refer to the DPI accommodations webpage for a list of approved word-to-word dictionaries. Note: Word-to-word dictionaries are simply paper or electronic forms of words provided in two languages. Definitions are not included.
7. Read Aloud – Designated Support – ELA reading passages not permitted
8. Closed Captioning – Listening items only
9. Text-to-Speech (TTS) – Accommodation – All portions of the test (including English reading passages) are permitted
10. Read Aloud – Accommodation – All portions of the test (including English reading passages) are permitted

### Embedded

Pause (Breaks)  
Calculators<sup>1</sup>  
Sticky Notes  
Highlighter  
Keyboard Navigation  
Flag/Mark for review  
Review Page  
Measuring Tools<sup>2</sup>  
Cross-Off Tools  
Magnifier Tool (Zoom)  
Help/What's This?  
Click to Enlarge  
Line Guide  
Go to Question  
Tooltips  
Test Directions

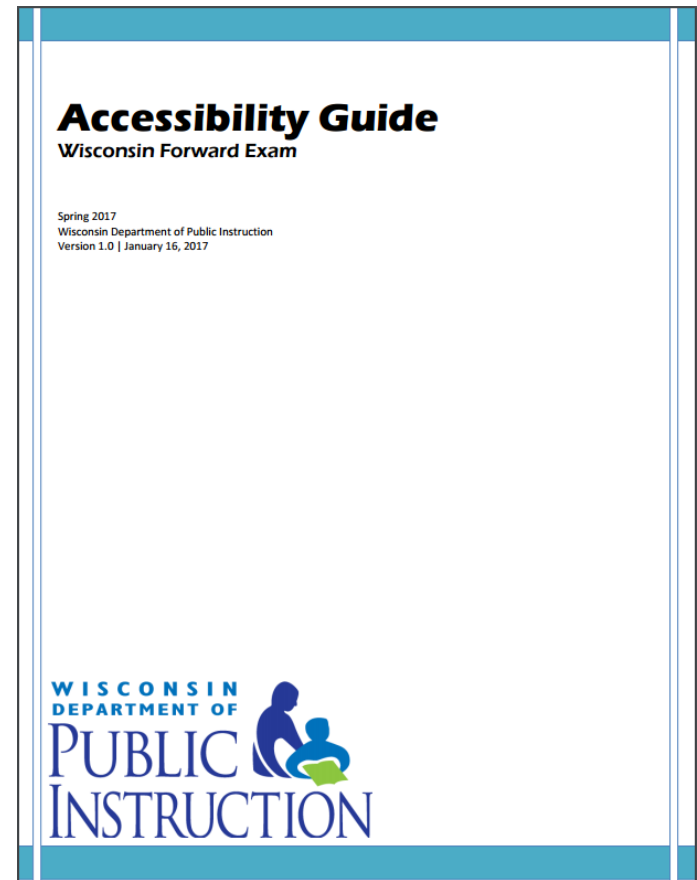
### Non -Embedded

Scratch Paper<sup>3</sup>

# Accessibility Guide

- The Accessibility Guide provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for students who need them.

<http://dpi.wi.gov/assessment/forward/accommodations>





# Braille



- Braille Tests will be offered in both:
  - English Braille American Edition (EBAE) and,
  - Unified English Braille Code (UEB)
- Forms are ordered online via eDIRECT
- After testing in the Braille booklet, student responses must be entered into the online system and all test materials must be sent back to DRC.



# Closed Captioning



- Offered as a separate feature from Video Sign Language (VSL) within INSIGHT
- Displayed immediately above the embedded audio player on all listening passages in eDIRECT



# Closed Captioning

## Grade 4 ELA - Session 3 (Listening)

## Training Student

Question 1



*(Practice Hint: Use the controls to start and pause the presentation and to move the presentation forward or backward. Use the volume control to make the presentation louder or quieter. Use the Sticky Notes tool to write down information from the presentation.)*

Please use your headphones to listen to the presentation.

Listen to the presentation. Then answer the questions.

### American Crows

Whether you live in the city or the country, you have likely heard the loud “caw” of the American crow.



According to the presentation, what do crows do to protect themselves from predators?

- ☐ (a) eat garbage
- ☐ (b) build a nest
- ☐ (c) live in cities
- ☐ (d) sleep in trees

Review/End Test

Pause

Flag



Options



Next

# Video Sign Language

Grade 3 VSL - Session 1 (ELA)

Training Student

Question 1



## The Legend of the Black Fish

based on a Native American Legend

Long ago, a young man named Natsilane lived on the P  
Natsilane had many talents, including woodcarving. Som  
of Natsilane's talents because they thought he would be  
chief.

Natsilane could carve just about anything out of any typ  
rock and wood. His favorite material to work with was w  
carvings were of people, plants, and animals. Animals v  
carve. He often went into the forest to observe animals  
as realistic and lifelike as possible.

One day, Natsilane decided he wanted to observe water  
than from just standing on the shore. He took a canoe a  
water. Soon he saw some fish swimming next to his can  
turtle, which he followed until he was close to an island.  
stop at the island and explore it. When the canoe was c  
shore, Natsilane leaped out of the canoe and swam to t

Natsilane started to explore the island. He was amazed by the many different  
plants and birds that lived there. Natsilane lost track of the time

(Practice Hint: Use the Magnifier tool to make the  
passage and the question larger. Choose the  
Magnifier tool again to return to the regular view.)



most likely be  
Grandpa?

oping and  
a.

e like to see

time he saw

es to use his

Page 1 / 4

Review/End Test

Pause

Flag

6g

Next

# Print on Demand

- The print on demand accommodation is intended for those extremely rare instances (e.g., photosensitive epilepsy) where a student's condition prevents him or her from accessing material online.
- The decision to allow this accommodation must be based on each individual student's need and documented in a student's IEP or 504 Plan.
- If a student requires print-on-demand, the DAC must submit a request for print-on-demand accommodation approval form located at <http://dpi.wi.gov/assessment/forward/forms>. After receiving the request, DPI will review and, if approved, activate the accommodation.
- Once approved the DAC must add print on demand to the student's accessibility settings. This must be done prior to printing the student's test ticket.



# Listening Script



- A printable copy of the listening passage script can be provided for a qualified human reader to read aloud to students while allowing the student access to view the test examiner's face.
- This option is only applicable in circumstances where the student is deaf or hard of hearing and is unable to access the embedded listening passages via the embedded audio in the ELA listening portions of the test.
- The decision to allow this accommodation must be based on each individual student's need and documented in a student's IEP or 504 Plan.
- If a student requires listening scripts, the DAC must submit a request via the listening script accommodation approval form located at:  
<http://dpi.wi.gov/assessment/forms>.
- After receiving the request, DPI will review and if approved, activate the accommodation.



# Accessibility Settings in eDIRECT



- To help differentiate between an accommodation and a designated support in eDIRECT, DRC has added:
  - An “A” in front of the accommodation  
Ex. A - Text-to-Speech (Reading Passages) [TTS (PSGS)]
  - And a “DS” in front of the designated supports  
Ex. DS - Text-to-Speech [TTS]



# Accessibility Settings in eDIRECT

## Edit Student

[+ Instructions](#)

\* Indicates required fields

Last Name First Name Middle Initial State Student ID  
Adler \* Babak \* Lee 9999902290 \*

Student Detail

Accommodations

Demographics

Testing Codes

Test Sessions

### Accommodations

Type	Accommodation	ELA	Mathematics	Science	Social Studies
Online	DS - Color Choices [CC]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	DS - Contrasting Color [CTC]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	DS - Reverse Contrast [RC]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	DS - Masking [MSK]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	DS - Text-to-Speech [TTS]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	DS - Spanish Translation (Stacked) [ST]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	DS - Bilingual Dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	DS - Color Overlay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	DS - Magnification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Save

Cancel



# Accessibility Settings in eDIRECT

Type	Support/Accommodation (as displayed in eDIRECT )	ELA	Math	Science	Social Studies	Ticket Abbreviation
Online	DS - Color Choices [CC]	Yes	Yes	Yes	Yes	CC
Online	DS - Contrasting Color [CTC]	Yes	Yes	Yes	Yes	CTC
Online	DS - Reverse Contrast [RC]	Yes	Yes	Yes	Yes	RC
Online	DS - Masking [MSK]	Yes	Yes	Yes	Yes	MSK
Online	DS - Text-to-Speech [TTS]	Yes	Yes	Yes	Yes	TTS
Online	DS - Spanish Translation (Stacked) [ST]	Yes	Yes	Yes	Yes	ST
Standard	DS - Bilingual Dictionary	No	Yes	Yes	Yes	
Standard	DS – Color Overlay	Yes	Yes	Yes	Yes	
Standard	DS - Magnification	Yes	Yes	Yes	Yes	
Standard	DS - Noise Buffers	Yes	Yes	Yes	Yes	
Standard	DS - Read Aloud	Yes	Yes	Yes	Yes	
Standard	DS - Scribe	Yes	Yes	Yes	Yes	
Standard	DS - Separate Setting	Yes	Yes	Yes	Yes	
Online	A - Video Sign Language (VSL) [VSL (ASL)]	Yes	Yes	Yes	Yes	VSL (ASL)
Online	A – Closed Captioning (Requires DPI approval) [C CAP]	Yes	No	No	No	C CAP
Online	A - Text-to-Speech (Reading Passages) [TTS (PSGS)]	Yes	No	No	No	TTS (PSGS)
Standard	A - Abacus	No	Yes	No	No	
Standard	A - Alternate Response Options	Yes	Yes	Yes	Yes	
Online	A - Braille [BRL]	Yes	Yes	Yes	Yes	BRL
Standard	A - Non-embedded Calculator	No	Yes	No	No	
Online	A – Listening Scripts (Requires DPI approval) [LS]	Yes	No	No	No	LS

“Online” =  
“Embedded”

“Standard” =  
“Non-embedded”



# Staff and Student Preparation

- [Manuals & Guides](#)
- [Trainings](#)
- [Administrator Tutorial](#)
- [Student Preparation](#)
- [Student Tutorial](#)
- [Online Training Tool](#)
- [TDA Sampler](#)
- [What is a TDA?](#)
- [New Science Items](#)



# Manuals & Guides

## Resources Webpage

<http://dpi.wi.gov/assessment/forward/resources>

- DAC/SAC Guide
- Test Administration Manual (TAM)
- eDIRECT User Guide – Manage Users
- eDIRECT User Guide – Students and Testing
- Technology User Guide
- Test Security Manual
- Proctor Guidelines
- Checklists



## Accommodations and Supports Webpage

<http://dpi.wi.gov/assessment/forward/accommodations>

- Accessibility Guide
- Read Aloud Guidelines
- Scribe Guidelines
- Translator/Interpreter Guidelines



# Trainings

- Recorded Training Sessions
  - [District Technology Coordinator Training](#)
  - District Assessment Coordinator Training
  - Test Security Training
  - Administrator Tutorial
  - Student Tutorial
- PowerPoints
  - Test Administration Training
  - Accessibility Training
- Technology Q&A Sessions (Online)
  - January 18, 2017 (recorded version available soon)
  - February 15, 2017
  - March 15, 2017
- Other
  - Online Tools Training (OTT)
  - Text Dependent Analysis (TDA) Sampler



# Administrator Tutorial

- A series of short video tutorials focusing on eDIRECT functions:
- Assigning and using student accessibility features
- Student transfers (district-to-district and school-to-school)
- Managing test sessions and test tickets
- Adding users in eDIRECT
- Non-testing Codes (NTCs) – assigning and viewing
- Monitoring test progress

[Click Here to Access the Administrator Tutorial](#)

[Administrator Video - TTS](#)



# Student Preparation

- Students may perform better and with less anxiety if they are familiar with the format of the test, the tools available to them, and with the types of questions they will be required to answer.
- However, test preparation is only useful to the extent that it is also teaching content area knowledge, and skills. Therefore, the use of these resources for test preparation is of limited value to students due to the narrow opportunity for content learning.
- It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.



# Student Tutorial

- All students should have the opportunity to view the student tutorials.
- A series of chaptered videos
- Broken out by grade
- Provide students with an overview of the testing process
- Introduces students to the online tools and item types available during testing
- Some of the videos are intended for all students

[Click Here to Access  
theStudent Tutorial](#)



# Student Tutorial



**Online Tools Training**

**Test Sign In**

**[DRC INSIGHT Online Assessments Tutorials](#)**

**Exit**



# Student Tutorial



WISCONSIN  
FORWARD  
EXAM



## Student Tutorials

### General Testing

**Welcome**  
:50

**Signing in to  
an OTT**  
3:50

**Signing in to  
an Online Test**  
4:00

**Pausing, Exiting,  
& Ending a Test**  
3:30

**Testing Basics  
& Basic Tools**  
7:00

### Advanced Tools

Learn about Advanced Tools with the links below.  
Colored boxes indicate videos to view for your grade level.  
Be sure to watch ALL videos that show your grade level.

6 7 8

7 8

4 5 6 7 8

3 4

4

3 4 5 6 7 8

3 4 5 6 7 8

**Basic Calculator**  
:45

**Scientific Calculator**  
:55

**Grid**  
:35

**Ruler**  
:40

**Protractor**  
1:10

**Equation Builder**  
:30

**Writing Prompt**  
:30

Main Menu

# Online Tools Training (OTT)

- All students should have the opportunity to practice with the online tools training (OTT).
- A hands-on preview of the item types included in the Wisconsin Forward Exam.
- Students will practice signing on as well as:
  - Selecting a test session
  - Responding to different item types
  - Using the many tools available in the testing system
  - Navigating the review screen
  - Pausing/exiting a test
  - Ending/submitting a test
- OTTs are available by content area and grade level (accessibility forms – translations, VSL, CC, TTS – will be by grade and content level. Some items may be the same within a grade band – 3-5, 6-8)
- OTT is not scored
- Not for practicing content or to see how well students will perform on the Forward Exam
- Available beginning February 14, 2017, twenty-four hours per day.

[Click Here to Access  
the OTT](#)



# Online Tools Training (OTT)



**Online Tools Training**

**Test Sign In**



**DRC INSIGHT Online Assessments Tutorials**

**Exit**

# Forward Exam TDA Sampler



Grades  
3 & 4

Text Dependent Analysis Sampler



- Released for 2016-17
- This document contains samples of TDA test questions, stimulus passages, and student responses.

<http://dpi.wi.gov/assessment/forward/sample-items>



Wisconsin Department of Public Instruction  
Tony Evers, PhD, State Superintendent



# What is a Text Dependent Analysis (TDA) Item?

The English language arts (ELA) section of the Forward Exam presents students with a Text Dependent Analysis (TDA) question. This item type replaces the old “writing prompt” item that used to be on the WKCE.

- A TDA is a text based analysis, based on a single passage or a multiple passage set that each student has read during the assessment.
- The passage or passage set will consist of either literary or informational text.
- Students must analyze and use information from the passage(s) in order to plan a comprehensive, holistic response.
- Students will then write their response including supporting evidence from the passage(s).
- Students have up to 5,000 characters to formulate their response.
- Student responses are scored using a rubric which takes into account both the composition and the conventions of the student's writing.



# TDA continued

- The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of several ways:
  - identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, and
  - analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.



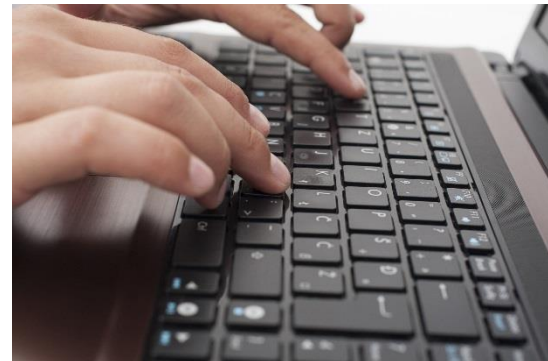
# The TDA is a long write Item

- The TDA is not a short answer question
- Directions have been written into the script  
TAs read to the class to explain the session  
and to help students understand what is  
being asked of them.



# How Long Does the TDA Take?

- The estimated time to respond to a TDA is 30 minutes.
- During an official test administration, students are given as much additional time as necessary to complete the test question as the Forward Exam is an untimed test.
- Students should complete the TDA in one sitting (with short breaks) for test security purposes. It is better to start the TDA session at the beginning of the school day rather than the end.





# Science Items



- In an effort to create a more innovative science exam we are introducing technology enhanced science items this year.
- Students will have an opportunity to view some of these new innovative items types in the OTT.



# Establishing a Testing Schedule

- Forward Exam Test Window
- Graphic Overview of exam and sessions
- Test Times
- Scheduling Guidelines



# Wisconsin Forward Exam Overview

## Test Window

March 20 – May 5, 2017

The Wisconsin Forward Exam consists of:

Content	Grades
ELA and Mathematics	3-8
Science	4 and 8
Social Studies	4, 8, and 10



# Wisconsin Forward Exam Future Windows

**2018**

March 19, 2018 – May 4, 2018

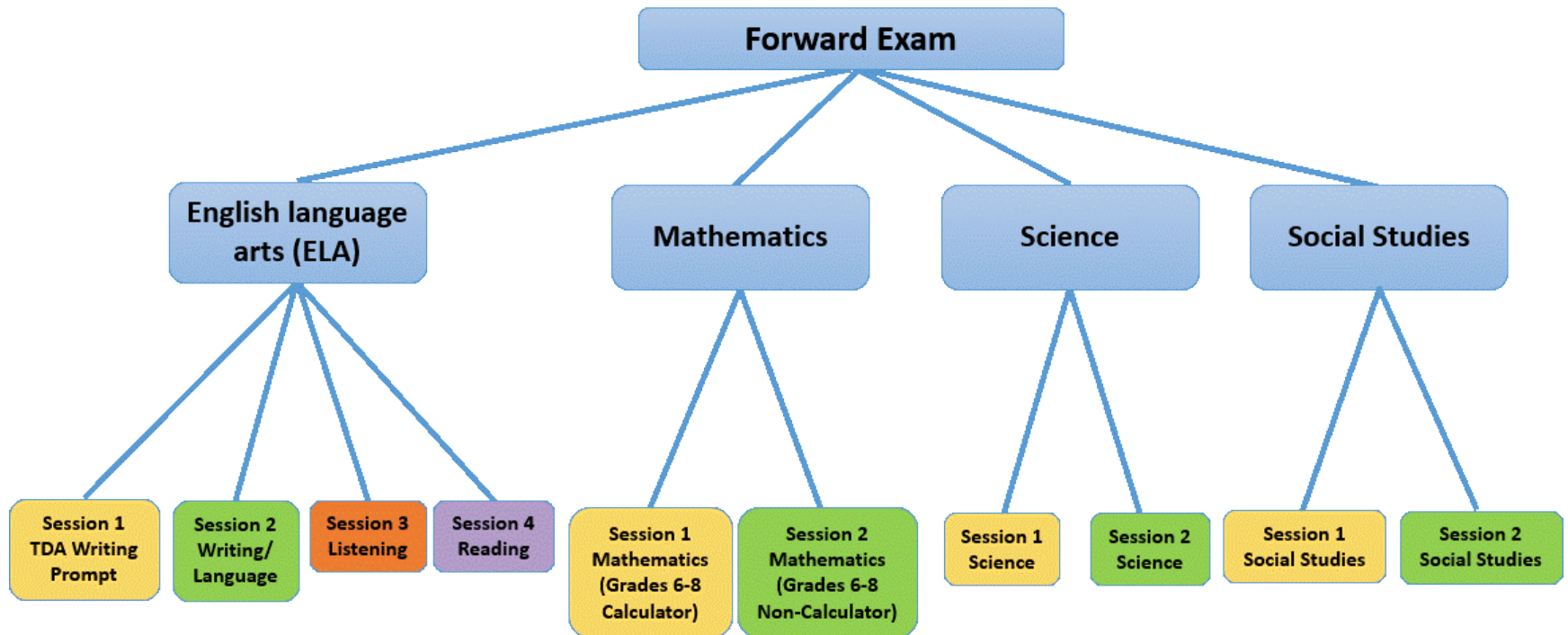
**2019**

March 18, 2019 – May 3, 2019

<http://dpi.wi.gov/assessment/forward/calendar>



# Wisconsin Forward Exam Overview



# Test Times

The Forward Exam is an **untimed test**. These are estimated times for scheduling purposes.

Forward Estimated Testing Times (in minutes)					
Grade Level	ELA	Mathematics	Science	Social Studies	Total Testing Time
3	125	90	NA	NA	215
4	125	90	100	90	405
5	125	90	NA	NA	215
6	125	105	NA	NA	230
7	125	105	NA	NA	230
8	125	105	100	90	420
10	NA	NA	NA	90	90

Sample test schedules and test blueprints are available at <http://dpi.wi.gov/assessment/forward/resources>



# Scheduling Guidelines

- Administration schedules will vary based on students' needs, technology resources, individual district/school calendars.
- Things to keep in mind when setting your schedule:
  - Account for non-school days within the window
  - Do not wait until the very end of the window to test all of your students (allow yourself extra time for make-ups, technology issues, etc.)
  - The Forward Exam is an untimed test and students do not need to complete the session within the estimated timeframe.
  - Content areas and sessions may be done in any order
  - It is strongly recommended that the TDA be scheduled at the beginning of the day so students have plenty of time to complete their writing as they should not be permitted to come back to it the next day due to security reasons.
  - Be sure to share your scheduling with all stakeholders, especially your District Technology Coordinator



# Preparing the Testing Environment

- Room Set up
- Room Signs
- After Testing – Room Procedures





# Room Set Up

- Room should have freedom from noise and interruptions
- Make appropriate seating arrangements prior to test administration - Students should be seated so that they cannot view the answers of others
  - Good spacing
  - Partitions
  - Angle Monitors
- Remove or cover displayed information on walls, bulletin boards, chalkboards, or dry-erase boards, etc. that might be used by students to help answer questions
  - Example: rubrics, vocabulary charts, word walls, number lines, student work, posters, graphs, charts, etc.



# Room Signs

## Recommendations:

- Post an ***“Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session”*** sign so that it is clearly visible to all students
  - Cell phones/smartwatches or other electronic devices are not allowed to be used during testing or in the testing environment (e.g., turned off and put away)
  - Unauthorized electronics are a test security violation and may result in an invalidation of test results
- Place a ***“TESTING—DO NOT DISTURB”*** sign on the door



# Post Testing - Room Procedures

- Establish procedures to maintain a quiet testing environment
- Remember that some students will finish more quickly than others so have something for them to do.
  - Read a book
  - Worksheets
  - Leave the room for a designated area (this can sometimes make the other students feel pressured as their classmates begin to get up and move around)
  - Students should not be permitted to use electronics while in the testing environment



# Technology Overview

- eDIRECT
- INSIGHT
- TSM



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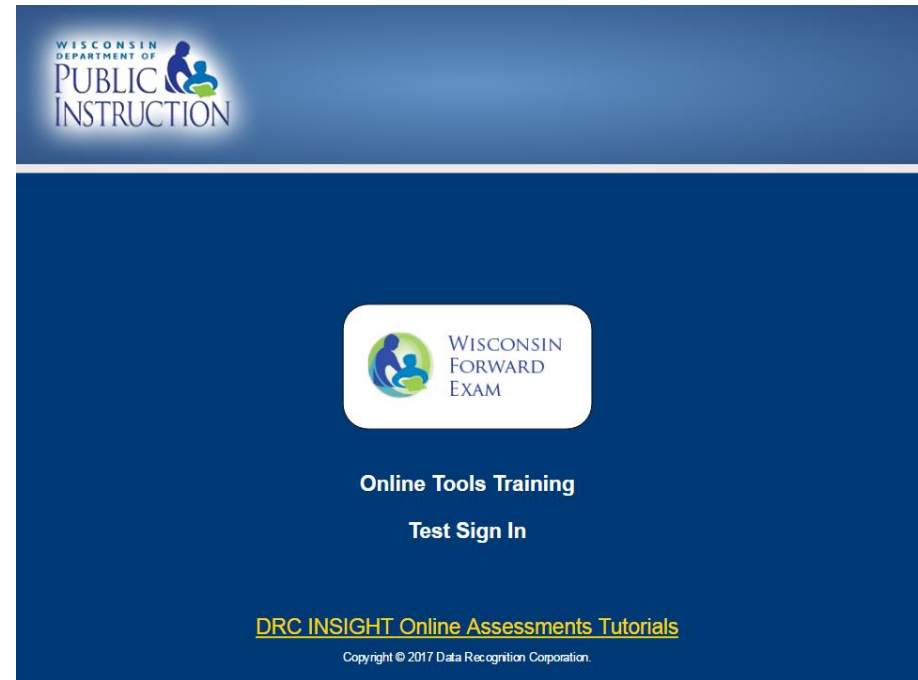
# eDIRECT

- eDIRECT
- eDIRECT is the Forward Exam portal into which the DPI uploads the student data file and DACs/SACs manage student testing.
- Users are given access to eDIRECT at a district or school level
- Student Management
  - Test Setup, including accessibility settings
  - Test Administration
  - Monitoring testing progress
- Reports
  - Electronic versions of Individual Student Reports (ISRs)
  - Portal to roster and summary reports



# INSIGHT

- Secure web browser through which students access the Forward Exam
- Installed on each device used for student testing
- Also used for ACCESS (WIDA) testing



# TSM

- Caching software
- Holds test content and (in some cases) student responses to ensure a smooth testing experience
- Usually installed on a central server or single machine
- Updated functionality for 2017
- Forward and ACCESS (WIDA) must use separate TSMs




# Working In eDIRECT

- Adding users
- Student data pull
- Transfer students district-to-district
- Transfer students school-to-school
- Students new to Wisconsin public schools





# Adding Users

- DACs on-record with DPI are given eDIRECT access by DRC
  - Access to the 2017 administration was granted in October 2016
  - If there are any changes to the DAC since October, email [osamail@dpi.wi.gov](mailto:osamail@dpi.wi.gov)
- Only one DAC per district is permitted.
  - Can add an “Assistant to DAC” user 
  - This role should be used sparingly and only at the district level
- DACs add all other district and school-level users to eDIRECT
- SACs add school level users to eDIRECT (if the SAC role does not exist in your district the DAC adds all users)
- VIDEO on process of adding users
  - Video will be available in [Administrator Tutorial](#)
  - Step-by-step instructions also available [in eDIRECT User Guide – Manage Users](#)



# Managing Students in eDIRECT (Pre Window)



Dates	Who	Tasks
February 2, 2017	DPI	<ul style="list-style-type: none"> <li>Create a student demographic file from data submitted by districts through WISEdata</li> </ul>
February 6, 2017 – February 17, 2017	DRC	<ul style="list-style-type: none"> <li>Prepares downloadable files for each district in the multiple student upload (MSU) format. Files will be delivered via eDIRECT. DACs can use files to add supports and accommodations and correct demographic errors.</li> </ul>
February 20, 2017 – March 5, 2017 “Open Accommodation Add Window”	DACs	<ul style="list-style-type: none"> <li>Window for districts to upload student supports and accommodations (and any other demographic changes) to eDIRECT via MSU</li> <li>Can transfer students between schools within districts</li> <li>Cannot transfer students in/out of districts</li> </ul>
March 6, 2017 – March 12, 2017	DACs	<ul style="list-style-type: none"> <li>eDIRECT Test Setup is unavailable</li> <li>Can add/manage eDIRECT users</li> <li>Can access secure software downloads</li> </ul>
March 6, 2017 – March 12, 2017	DRC	<ul style="list-style-type: none"> <li>DRC will create test sessions and automatically add students</li> </ul>
March 13, 2017 – May 5, 2017	DACs	<ul style="list-style-type: none"> <li>Transfer students               <ul style="list-style-type: none"> <li>in/out of district</li> <li>between schools in district</li> </ul> </li> <li>Modify test sessions, if needed</li> <li>Add new students to test sessions (if manually added)</li> <li>Print test tickets (see below)</li> <li>Modify supports and accommodations via mass-assign or by individual student (cannot use MSU to upload/edit accommodations)</li> <li>Print new test tickets for students with newly assigned supports/accommodation</li> </ul>

# Student Data Pull

- School districts should make sure that their local student information system (SIS) is up-to-date on February 1, and that data from their SIS are being regularly “pushed” through WISEdata to the DPI data warehouse.
- File created by DPI and sent to DRC on February 2 is a snapshot of WISEdata.

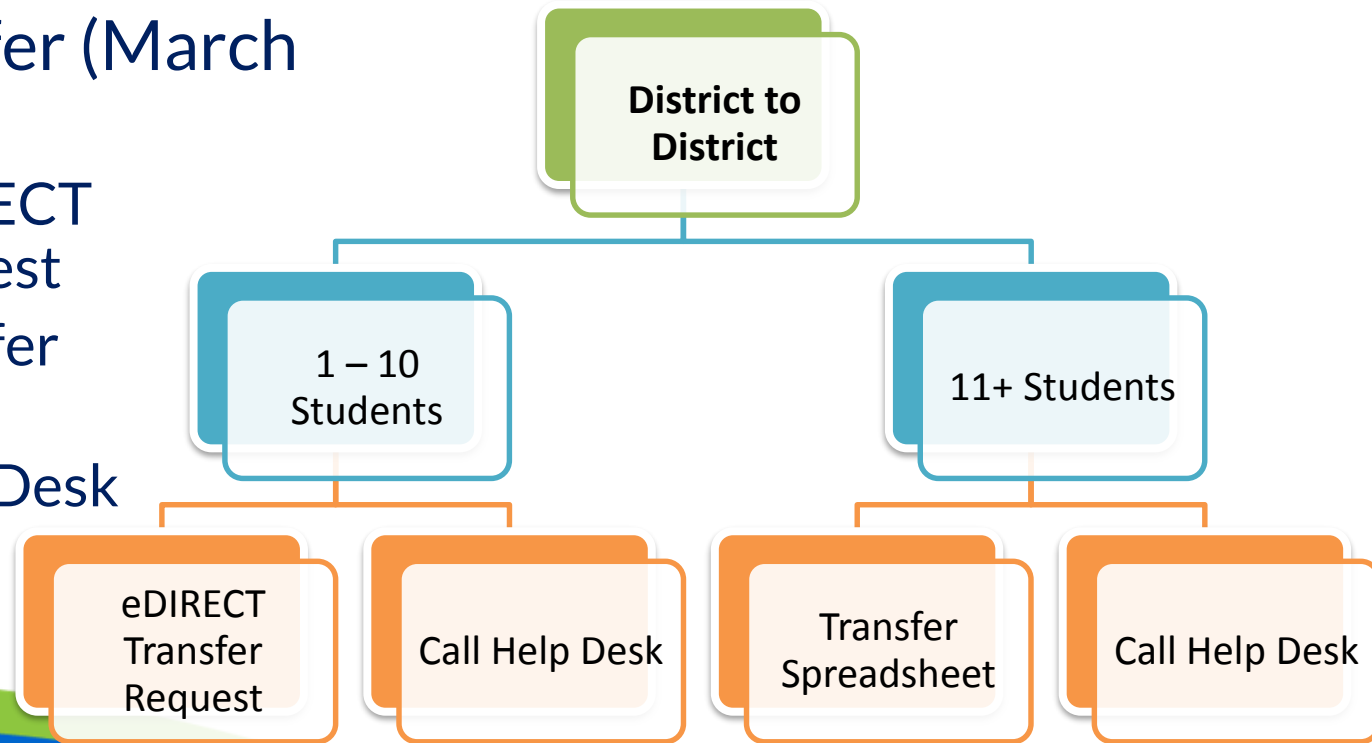


# Transfer Students District-to-District



District-to-district  
student transfer (March  
13 – May 5):

- Use the eDIRECT transfer request
- Use the transfer spreadsheet
- Call the Help Desk

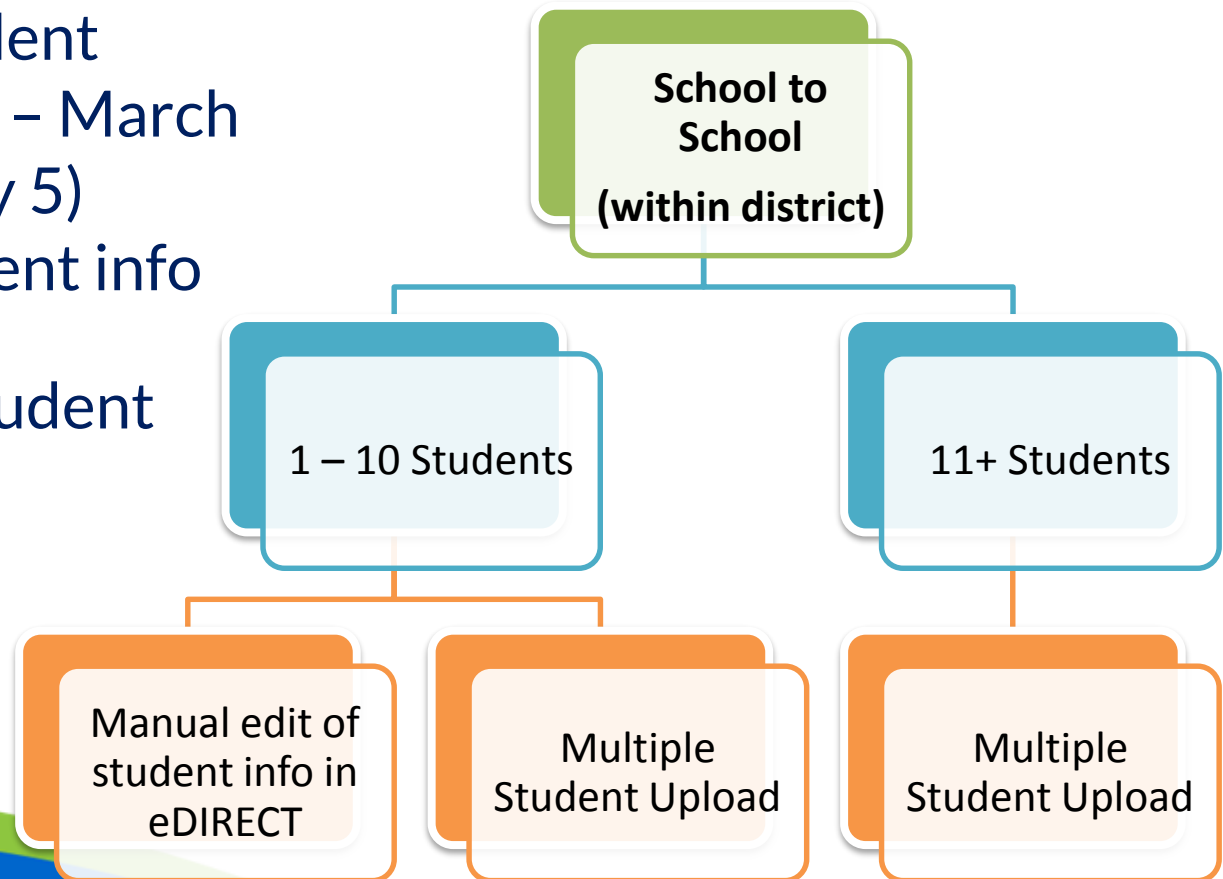


# Transfer Students School-to-School



School-to-school student transfer (February 20 – March 5 and March 13 – May 5)

- Manually edit student info in eDIRECT
- Use the multiple student upload process



# Student New to Wisconsin Public Schools

- Students who are new to Wisconsin public schools (transfer from out of state or a non-public school)
- Student can be manually added into eDIRECT (February 20 – March 5 and March 13 – May 5)
  - Individually
  - Multiple student upload



# Assigning Accessibility Options

- Open Accommodation Add Window (February 20 – March 5)
  - Download student data file in MSU format from eDIRECT
  - Add accommodations information.
  - Upload modified MSU to eDIRECT
    - New files will overwrite previous file
- After Open Accommodation Add Window (after March 13)
  - Assign accommodations and supports to individual students by editing each student's information in eDIRECT
  - Mass-assign common accessibility features (such as TTS) using mass-assign functionality in eDIRECT

Step-by-step instructions:

- eDIRECT Guide – Students and Testing
- Video in Administrator Tutorial



# Test Sessions and Test Tickets

- All students in eDIRECT on March 5 will be automatically added to test sessions by DRC
  - Sessions will be created by DRC between 3/6/17 and 3/10/17 and will be available to users beginning 3/13/17.
  - Districts should NOT assign students to test sessions prior to 3/13/17.
- Students who are added manually or are transferred in from another district must be manually added to new or existing test sessions
- Accessibility options must be set prior to printing tickets





# Test Sessions and Test Tickets (Cont'd)

- All DACs/SACs/TAs can print test tickets (local decision usually made by the DAC/SAC)
- The student roster should be checked to ensure the appropriate online (embedded) accessibility options have been assigned to students before students sign in to their tests
- Each student has one username/password per content area
  - The same ticket is good for all test sessions within that content area.
  - Test session rosters and test tickets are considered secure test materials and must be printed and stored in a secure location
- Step-by-step instructions:
  - [eDIRECT Guide – Students and Testing](#)
  - Video in [Administrator Tutorial](#)



# Monitoring Test Progress

Various reports available within eDIRECT to assist in monitoring testing progress:

REPORT	DESCRIPTION
Daily Student Status Report	<p>Each student that logs into a test appears on this report. This report shows the times the test was started and submitted; whether or not the Test Ticket has been invalidated; and a comment field to manually enter comments on the printed report.</p> <p>As the Report Name suggests, this is a daily report and will not contain any historical test activity for the student.</p>
Cumulative Student Status Report	<p>This report displays all students in a test session, regardless of whether they have started the test session or not. Shows the test status for each student, including the times the test was started and submitted; whether or not the Test Ticket has been invalidated; assigned accommodations; and a comment field to manually enter comments on the printed report.</p>
Daily District Report of Testing Status by School	<p>This report displays the number of tests started and the number of tests ended for a district and school, or a grade and subject level.</p>
Weekly District Report	<p>This report displays the number of tests started and the number of tests ended at a district level for each week of testing.</p>



# Not Tested Codes (NTCs)

- Every student enrolled in grades 3-8 or 10 need to either be assessed on all appropriate subject area tests, or have a “not-tested code” (NTC) entered for them through eDIRECT.
  - Includes student who are expected to take DLM in lieu of Forward.
- Available codes
  - PAR = Parent Opt-out (should apply to all content areas)
  - SME = Significant Medical Emergency
  - RTR = Recent Trauma
  - INV = Invalidated (applied to an individual content area)
  - AEW = Absent for Entire Window
  - NLE = No Longer Enrolled in WI Public School (applied to a student who moves out of district)
  - RAE = Recently Arrived ELL (for ELA)
  - ALT = Student Expected to take Alternate Assessment
  - OTH = Other



# Not Tested Codes (NTCs) Cont'd

- Applying NTCs
  - Step-by-step instructions:
    - eDIRECT Guide – Students and Testing
    - Video in Administrator Tutorial
- Viewing NTCs
  - Students must be in a test session in order to view NTCs



# Test Administration

- Who may proctor the exam
- Proctor guidelines
- TA/Proctor Checklist
- Passing out test Tickets
- Monitoring Testing
- Test rules
- Reopen
- Purge
- Invalidation



# Who May Proctor the Exam?

- Test Administrators/Proctors (TAs) are trained staff (including administrators, teachers, and paraprofessionals) who are employed by the school or district.
- They may also include student teachers who normally have responsibility for supervising students.
- Parent volunteers should not be allowed to proctor the examination.
- School personnel who are parents or guardians should not be allowed to proctor their own children.



# TA/Proctor Guidelines

- TAs must not assist students with the content of the individual items
  - TAs must follow prompts included in the TAM
- Monitor testing
  - Circulate around the room
  - Ensure no unauthorized electronic devices are present
  - Ensure students are progressing through the test
  - Redirect students who have lost focus
  - Answer questions about technology only (how do I access the calculator), not content.
  - Remind students to check their test for any items marked for review or not attempted prior to taking a long break or logging out for the day. (Proctors should not check student answers. To do so would be considered a security violation.)
- Report test security violations immediately



# Distributing Test Tickets

Ensure each student has their own Forward Exam Test Ticket

- Proctors should be diligently checking tickets as they are passed out to students.
- Ask students to be sure they have the correct test ticket in front of them by having them check the name on the ticket before they begin testing.
- Tips
  - Count the number of test tickets you're passing out and make sure you collect the same number
  - Some districts download the username and password information into an excel document (available in eDIRECT) then perform a mail merge to print the ticket info at the top of a blank piece of paper. The paper then becomes their scratch paper and test ticket in one.
  - If desired, test sessions can be broken into smaller groups of students that will be testing at the same time. Tickets don't need to be sorted using this method and can be packaged by testing group. If desired, different test sessions can be printed on different colors of paper.
  - Read student's name to the student as you hand them the ticket.





# Reopen

- A Reopen (unlocking of a submitted test session) of a test that was submitted prior to completion.
- Performed as a result of
  - accidental submission of test – student may have exited the test in the wrong manner
  - technological difficulty that may have resulted in accidental test submission
- A test should only be reopened by the DAC if the number of items attempted is two or less, or the duration of the test is two minutes or less. In all other cases, the DAC should contact DPI.



# Purge

Performed as a result of a student beginning a test without the accommodation or designated support they should have had.

- If a student has attempted two or fewer questions prior to the issue being remedied, the test ticket should be purged. Instructions are in the eDIRECT User Guide – Students and Testing. When a test ticket is purged, the student's previous answers are all deleted.
- If a student has completed the whole session without the accommodation or designated support, the DAC should contact DPI for guidance.



# Invalidation

- Performed as a result of:
  - Testing irregularities
  - Student deliberately does not attempt to respond to questions (there is no option to reopen in this scenario, retesting is not permitted)
- Results of invalidation
  - Test will not be scored
  - Student will not count as a test participant
  - Entire content area will be invalidated (ex. All of ELA, not just writing)

**A Test Security Incident Report Form** must also be completed and submitted to DPI.







# After Testing

- Ensure Testing is Complete, Data is Accurate
- Destroy Secure Testing Materials



# Ensure Testing is Complete, Data is Accurate

- Using eDIRECT status reports to ensure all students have tested
- All Applications → Report Delivery → Status Reports
- District roles have access to district info (but can drill down to school level, if desired). School roles have access to school info.

Reports			
Title ▲	Description	▲	Action
Daily Cumulative Student Status Report	Displays all students in a test session, regardless of whether they have started the test session or not. Shows the test status for each student, including start and submit times, the ticket status, assigned accommodations and has a comment field.		
Daily Student Status Report	Displays each student that logs into a test. Shows the test start and submit times, test ticket status and has a comment field. This report does not contain any cumulative test activity for the student.		
Weekly District Report	Displays the number of tests started and ended at a district level for each week of testing.		
Daily District Report of Testing Status by School	Displays the number of tests started and ended for a district and school, or a grade and subject level.		

# Ensure Testing is Complete, Data is Accurate (Cont'd)

- Daily Cumulative Student Status Report
  - Includes a separate row for each test session, so users can search for the number of sessions completed, in progress, and not started.
  - Also includes accommodations, so users can search for the number of students with a particular accommodation assigned.



# Destroy/Return Test Materials

- For detailed information on retuning/destroying braille, Print-on-Demand, and Listening Scripts, refer to the District and School Assessment Coordinator Guide
  - Braille – return to DRC
  - POD, Listening Scripts – securely destroy
- Test tickets and scratch paper – securely destroy



# Reporting



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# Reporting

- Electronic
  - Individual Student Reports (ISRs)
  - Rosters
  - Summary Reports
- Hard Copies
  - Individual Student Reports (ISRs)
    - 2 copies
- Step-by-step instructions:
  - User's Guide to Interpreting Reports



# DRC Contact Information

## **Wisconsin Forward Help Desk**

800-459-6530

[WIHelpDesk@datarecognitioncorp.com](mailto:WIHelpDesk@datarecognitioncorp.com)



# DPI Contact Information

**Tahira Chaudary**

Forward Exam Program Manager

[tahira.chaudary@dpi.wi.gov](mailto:tahira.chaudary@dpi.wi.gov)

608-267-2275

**Jennifer Teasdale**

Education Program Specialist

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608-266-5193

**Jesse Roberts**

Assessment for ELLs

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608-267-5153

**Phil Cranley**

Data, Student Demographics, and Privacy Issues

[philip.cranley@dpi.wi.gov](mailto:philip.cranley@dpi.wi.gov)

608-266-9798

**Duane Dorn**

Test Security and Choice students

[duane.dorn@dpi.wi.gov](mailto:duane.dorn@dpi.wi.gov)

608-267-1069

If you are not receiving the assistance you need from the helpdesk - please contact DPI - (Tahira or Jennifer) so we may help get your situation resolved.

